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ABSTRACT

As a first step in developing an articulation plan with feeder high schools, a College of the Sequoias (COS) task force developed and distributed a survey to all full-time faculty members to determine if individual faculty members were articulating with feeder high schools and local businesses, and if they would be willing to participate in an organized departmental effort for increasing communication with the high schools. Study findings, based on a 71% response rate (N=115), included the following: (1) 33% of the respondents had made visits to feeder high schools during the past year, with many attending specific events (e.g., plays or athletic events) or for personal reasons; (2) 30% had visitors from feeder high schools in their classrooms or had high school personnel communicate with them regarding curriculum; (3) 28% had contact with local businesses or industry to discuss curricular concerns; (4) the divisions with the largest number of faculty making visits were Physical Education and Administrative/Student Services, while the Division of Science, Mathematics, and Engineering ranked highest in the number of faculty receiving visitors; and (5) 77% of the respondents expressed willingness to participate in organized departmental efforts to increase articulation. Responses by division and the survey instrument are included. (EJV)

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FACULTY ARTICULATION WITH FEEDER HIGH SCHOOLS AND LOCAL EMPLOYERS

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INSTITUTIONAL RESEARCH

JC 860 215

FACULTY ARTICULATION WITH FEEDER HIGH SCHOOLS AND LOCAL EMPLOYERS

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Director of Institutional Research

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March 1982

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FACULTY ARTICULATION WITH FEEDER HIGH SCHOOLS
AND LOCAL EMPLOYERS

BACKGROUND

In response to the many suggestions for implementing the findings of the 1980-1981 Needs Assessment Study, the Needs Assessment Task Force decided the single priority for 1981-1982 would be increased articulation and dialogue with the feeder high schools. In September 1981, the Task Force set forth the following goals and objectives for developing an articulation plan.

Goals:

1) Exchange of goals in specific discipline areas with respect to curriculum and course content between COS instructors and feeder high school instructors.
2) To increase potential COS students' awareness of requirements for entry into specific academic programs.
3) To develop an awareness in our feeder high schools of the quality, diversity, and excellence of academic programs offered by COS.

Objectives:

1) Appoint a task force for the purpose of coordinating articulation efforts.
2) Conduct a survey of faculty and administrative and student services personnel to determine what efforts are currently being made in articulating with the feeder high schools.

3) Using the survey findings, the task force and division chairs will determine the steps to be taken to augment current articulation efforts and possibly institute procedures to maintain an on-going exchange of ideas on a regular scheduled basis.

4) Develop a follow-up system to evaluate the effectiveness of communication efforts.

An Articulation Task Force was appointed and included the following individuals: 1) Teddie Lopez, Vice-President of Instruction, 2) Dave Bockman, Dean of Vocational Education, 3) N. B. Martin, Social Sciences Division chair, and 4) Don Goodyear, Director of Institutional Research. The initial meeting of this committee was held in December 1981 and at that time the survey of COS faculty was discussed at length. It was decided that a questionnaire would be distributed to all full-time faculty members at the beginning of the Spring 1982 semester. The purpose of such a survey would be twofold: 1) to determine if individual faculty members are currently articulating with feeder high schools and local businesses, and 2) to determine if faculty members would be willing to participate in an organized departmental effort for increasing communication with the high schools.

The findings of this faculty survey and the procedures used are presented in the following pages.

PROCEDURE

A 7-item questionnaire was distributed to all full-time faculty members on January 18, 1982. Respondents were asked to return the completed form by January 29 to the Institutional Research Office. A copy of the questionnaire and cover letter are shown in APPENDICES D and E,

The results were hand-tabulated and analyzed by division. In the few cases where an instructor taught classes in more than one division, he or she was included in the division containing the subject area of his or her articulation efforts.

The items in questions numbered 2, 4, and 6 which indicate "number of visits" were not accumulated due to the fact that so many respondents did not complete them.

In addition to instructors, this survey included those faculty members whose primary affiliation with the college is as an administrator of student or academic services. In many cases, their responsibilities include articulation with the feeder high schools and local businesses. Since their efforts contribute to the overall college effort at articulation, their responses were included. However, it should be noted that articulating in the area of curriculum content and presentation requires that the instructors themselves exchange ideas in order to effect the smooth transition from high school to college to employment in a way that can best benefit the student.

FINDINGS

A total of 115 responses were received from members of the faculty and administrative services personnel. Ninety-nine of the responses (86%) were from instructors, and 16 or 14% came from administrative and student services personnel.

The response rate among instructors from the 10 divisions was 71% with 99 out of 139 full-time instructors responding. The remaining 29% did not return the survey form. The responses of individual faculty members and analysis of responses by division are presented in APPENDIX C. The response rates for the divisions ranged from a high of 92% for the

Division of Business to a low of 53% for the Division of Agriculture/Home Economics, as shown below:

Division	Response Rate
Agriculture/Home Economics	50%
Business	92%
Criminal Justice	80%
Fine Arts	60%
Industry and Technology	83%
Language Arts and Communication	86%
Science, Mathematics and Engineering	82%
Nursing and Health Science	53%
Physical Education, Health, Athletics and Recreation	67%
Social Sciences	54%

Thirty-eight or 33% of the respondents had made visits to feeder high schools within the past year (See APPENDIX A). The division most consistently indicating articulation as the specific purpose for the visits was the Division of Industry and Technology. A large number of the total visits made by faculty were for reason of specific events, e.g. plays, athletic events, or assemblies with no comments by the respondents suggesting that any articulation activity took place. Several of the respondents indicated the reason for his/her visit to be personal, or relating to respondent's child who was attending the high school.

Thirty-five or 30% of the respondents had had visitors from feeder high schools in their classrooms or had high school personnel communicate with them concerning curriculum over the past year. Those respondents who had been in contact with local business or industrial firms for the purpose of discussing COS curriculum numbered 32 or 28% of all respondents.

APPENDIX B shows the overall articulation efforts during the past year by division. Those divisions with the largest number of faculty who have made visits to feeder high schools were Physical Education and the Administrative Services Personnel, each making up 21% of the total articulation effort. The divisions of Language Arts/Communication, Nursing, and Criminal Justice had no faculty members engaged in such an effort. The percentages by division of the total number of instructors visiting feeder high schools within the past year are:

FACULTY VISITATIONS TO FEEDER HIGH SCHOOLS

Physical Education, Health, Athletics and Recreation	21%
Student Services/Administrative Personnel	21%
Industry and Technology	18%
Business	10%
Science, Mathematics and Engineering	10%
Agriculture/Home Economics	8%
Fine Arts	8%
Social Sciences	3%
Criminal Justice	0
Language Arts and Communication	0
Nursing and Health Science	0
Total Effort (N=38)	100%

Of the 35 faculty members who had had visitors from feeder high school personnel or local employers, the Division of Science, Mathematics and Engineering ranked highest with 7 or 20% of the total receiving visitors. The respondents from the Division of Language Arts and Communication

reported no visitors during the past year. Of the 35 instructors receiving visitors, the percent breakdown by division is as follows:

FACULTY REPORTING VISITORS FROM HIGH SCHOOLS/BUSINESSES

Science, Mathematics and Engineering	20%
Industry and Technology	17%
Physical Education, Health, Athletics and Recreation	17%
Student Services/Administrative Personnel	17%
Business	14%
Agriculture/Home Economics	3%
Fine Arts	3%
Social Sciences	3%
Criminal Justice	3%
Nursing and Health Science	3%
Language Arts and Communication	0
Total Effort (N=35)	100%

Thirty-two or 28% of the faculty members had been in contact with local businesses for the purpose of articulating COS curriculum and discussing the preparedness of COS graduates. Twenty-five percent of these were from the Division of Industry and Technology, while the Divisions of Language Arts and Communication and Social Sciences reported no contacts. The division breakdown of the total number of faculty engaging in articulation with local businesses over the past year is as follows:

FACULTY CONTACTS WITH LOCAL BUSINESSES

Industry and Technology	25%
Business	15%

Agriculture/Home Economics	15%
Criminal Justice	13%
Nursing and Health Science	13%
Physical Education, Health, Athletics and Recreation	6%
Student Services/Administrative Personnel	6%
Fine Arts	3%
Science, Mathematics and Engineering	3%
Language Arts and Communication	0
Social Sciences	0
Total Effort (N=32)	100%

In sharp contrast to the lower percentages of faculty members reporting current articulation efforts, only 7% of the respondents indicated they would not be interested in participating in organized departmental efforts. A large majority, 77%, indicated a willingness to participate and the remaining 16% either left this item blank or indicated responses such as "maybe" or "possibly".

CONCLUSIONS

The survey of full-time faculty conducted in early Spring 1982 revealed that the faculty as a whole has had limited involvement and contacts with feeder high schools and local employers over the past year. Although approximately 30% of the faculty were engaged in articulation activities over the past year, 77% indicated a willingness to participate in organized departmental efforts to increase articulation. This suggests that the current involvement of faculty members might be

increased significantly if organized and systematic procedures were instituted at the departmental level.

The results of this survey show that the overall articulation effort has been sporadic and in most cases has been carried out at the discretion of the individual faculty member. The extent of the involvement varies from division to division with some divisions currently participating very little or not at all. Assuming that the 40 division instructors who did not return the questionnaire are not involved in articulation, the current rate of faculty articulation is estimated at between 21% and 25%.

RECOMMENDATIONS

It is recommended that the Vice-President of Instruction in conjunction with the Dean of Vocational Education and nine Division Chairpersons coordinate their efforts in developing a workable articulation MODEL. This MODEL should be flexible enough to meet the needs of all departments. The MODEL should include a procedure for identifying interested local high schools and/or specific academic/vocational programs. Included also should be procedures for planned intervention for meeting with concerned faculty, handling articulation requests from the high schools and local employers, and planned activities sponsored by the college and/or individual divisions.

ARTICULATION EFFORTS OF FACULTY AND STUDENT SERVICES/ADMINISTRATIVE PERSONNEL RESPONDING TO SURVEY

	RESPONSE							
	Yes		No		Other/ Blank		TOTAL	
Will participate in departmental articulation effort? (Q #7)	89	77%	8	7%	18	16%	115	100%
Made visits to feeder high schools. (Q #1)	38	33%	77	67%			115	100%
Had visitors from feeder high schools (Q #3)	35	30%	80	70%			115	100%
Business contacts (Q #5)	32	28%	83	72%			115	100%

ALL COLLEGE ARTICULATION EFFORTS BY DIVISION

DIVISION	WILL PARTICIPATE						MADE VISITS		HAD VISITORS		BUSINESSES CONTACTED	
	Yes		No		Other/ Blank							
	N	%	N	%	N	%	N	%	N	%	N	%
AGRICULTURE/NATURAL RESOURCES (6)	5	6%			1	5%	3	8%	1	3%	5	15%
BUSINESS (12)	10	11%			2	11%	4	10%	5	14%	5	15%
FINE ARTS (7)	6	7%					3	8%	1	3%	1	3%
INDUSTRY AND TECHNOLOGY (10)	9	10%	1	12%			7	18%	6	17%	8	25%
LANGUAGE ARTS AND COMMUNICATION (12)	9	10%	3	38%			0		0		0	
P.E., HEALTH, ATHLETICS (12)	6	6%	1	12%	5	28%	8	21%	6	17%	2	6%
MATH, SCIENCE, AND ENGINEERING (22)	17	19%			5	28%	4	10%	7	20%	1	3%
SOCIAL SCIENCES (7)	6	7%	1	12%			1	3%	1	3%	0	
CRIMINAL JUSTICE (4)	4	5%					0		1	3%	4	13%
NURSING (8)	5	6%	1	12%	2	11%	0		1	3%	4	13%
STUDENT SERVICES AND ADMINISTRATION (17)	12	14%	1	12%	3	18%	8	21%	6	17%	2	6%
TOTALS (115)	89	100%	8	100%	18	100%	38	100%	35	100%	32	100%

APPENDIX B

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APPENDIX C

SURVEY RESPONSES
BY INSTRUCTOR
WITHIN EACH DIVISION

AGRICULTURE/HOME ECONOMICS

INSTRUCTOR	WILL PARTICIPATE Yes	No	Other/ Blank	MADE VISITS Yes	No	HAD VISITORS Yes	No	BUSINESSES CONTACTED Yes	No
M. Hall	X				X		X	X	
M. Friedgerg	X				X		X		X
D. Viera	X			X			X	X	
B. Anthony	X			X		X		X	
A. McCormick			X		X		X	X	
S. Audino	X			X			X	X	
TOTAL	5 83%		1 17%	3 50%	3 50%	1 17%	5 83%	5 83%	1 17%

RESPONSE RATE

6/12 50%

B U S I N E S S

INSTRUCTOR	WILL PARTICIPATE			MADE VISITS		HAD VISITORS		BUSINESSES CONTACTED	
	Yes	No	Other/ Blank	Yes	No	Yes	No	Yes	No
J. Shelly	X			X			X	X	
D. McClure	X				X	X			X
L. Huddleston	X			X		X		X	
B. Ryan	X			X		X		X	
G. Hall			X		X		X		X
R. Lewis	X				X		X		X
D. Franscioni	X				X		X		X
J. Falconer	X				X		X		X
R. Harner	X				X	X		X	
D. Neeley	X				X		X		X
R. Kennedy	X				X		X		X
R. Conley			X	X		X		X	
TOTAL	10 83%		2 17%	4 33%	8 67%	5 42%	7 58%	5 42%	7 58%

RESPONSE RATE

12/13 92%

CRIMINAL JUSTICE

INSTRUCTOR	WILL PARTICIPATE Yes	No	Other/ Blank	MADE VISITS Yes	No	HAD VISITORS Yes	No	BUSINESSES CONTACTED Yes	No
F. Beck	X				X	X		X	
L. Burge	X				X		X	X	
D. Parker	X				X		X	X	
T. Hart	X				X		X	X	
TOTAL	4 100%				4 100%	1 25%	3 75%	4 100%	

RESPONSE RATE

4/5 80%

F I N E A R T S

INSTRUCTOR	WILL PARTICIPATE Yes	No	Other/ Blank	MADE VISITS Yes	No	HAD VISITORS Yes	No	BUSINESSES CONTACTED Yes	No
P. Mueller	X			X			X		X
H. Buyuklian	X			X			X		X
N. Johnson	X			X		X			X
P. Jones	X				X		X		X
G. Pappas	X				X		X		X
R. Homan	X				X		X	X	
TOTAL	6 100%			3 50%	3 50%	1 17%	5 83%	1 17%	5 83%

RESPONSE RATE

6/10 60%

INDUSTRY AND TECHNOLOGY

INSTRUCTOR	WILL PARTICIPATE Yes	No	Other/ Blank	MADE VISITS Yes	No	HAD VISITORS Yes	No	BUSINESSES CONTACTED Yes	No
L. Deetz		X			X		X		X
A. Sindlinger	X			X		X			X
R. Shirk	X			X		X		X	
V. West	X			X		X		X	
G. Dunn	X			X		X		X	
R. Cottrell	X				X		X	X	
J. Fly	X			X		X		X	
J. Parlier	X			X			X	X	
K. Broyles	X				X		X	X	
L. Bennett	X			X		X		X	
TOTAL	9 90%	1 10%		7 70%	3 30%	6 60%	4 40%	8 80%	2 20%

RESPONSE RATE

10/12 83%

LANGUAGE ARTS AND COMMUNICATION

INSTRUCTOR	WILL PARTICIPATE Yes	No	Other/ Blank	MADE VISITS Yes	No	HAD VISITORS Yes	No	BUSINESSES CONTACTED Yes	No
L. Hettick	X				X		X		X
P. Sweeney		X			X		X		X
M. Carmichael	X				X		X		X
B. Grumbling	X				X		X		X
J. Barba	X				X		X		X
G. Seastrom	X				X		X		X
B. Hall	X				X		X		X
M. LaChance	X				X		X		X
G. Robertson		X			X		X		X
G. Morse	X				X		X		X
W. Childs	X				X		X		X
C. Fotias		X			X		X		X
TOTAL	9 75%	3 25%			12 100%		12 100%		12 100%

RESPONSE RATE

12/14 86%

MATH, SCIENCE, AND ENGINEERING

INSTRUCTOR	WILL PARTICIPATE			MADE VISITS		HAD VISITORS		BUSINESSES CONTACTED	
	Yes	No	Other/ Blank	Yes	No	Yes	No	Yes	No
D. Shelly	X				X		X		X
J. Crain	X			X			X		X
S. Houk	X				X		X		X
D. Kleinfelter	X				X	X			X
J. Scofield	X				X		X		X
J. Barton	X			X		X			X
E. Smith	X			X			X		X
P. Hager	X				X		X		X
F. Robins			X		X		X		X
D. Bird			X		X	X			X
R. Firstman			X		X		X		X
R. Sartain	X				X		X		X
J. Swisher			X		X	X			X
W. Preston	X				X		X		X
J. Greening	X				X	X			X
J. Sellers	X				X		X		X
F. Martin	X			X		X			X
W. Essex	X				X		X		X
G. Howland	X				X		X		X
L. Combs	X				X		X		X
K. Howard	X				X		X		X
R. Loyd			X		X	X		X	
TOTAL	17		5	4	18	7	15	1	21
	77%		23%	18%	82%	32%	68%	5%	95%

RESPONSE RATE

22/27 82%

NURSING

INSTRUCTOR	WILL PARTICIPATE Yes	No	Other/ Blank	MADE VISITS Yes	No	HAD VISITORS Yes	No	BUSINESSES CONTACTED Yes	No
I. Brunner			X		X		X	X	
C. Jopling	X				X	X			X
J. Hild	X				X		X	X	
N. Freeborn	X				X		X		X
D. Sharples	X				X		X	X	
E. Black		X			X		X		X
C. Black	X				X		X	X	
G. Gandy			X		X		X		X
TOTAL	5 63%	1 13%	2 25%		8 100%	1 13%	7 87%	4 50%	4 50%

RESPONSE RATE

8/15 53%

PHYSICAL EDUCATION

INSTRUCTOR	WILL PARTICIPATE			MADE VISITS		HAD VISITORS		BUSINESSES CONTACTED	
	Yes	No	Other/ Blank	Yes	No	Yes	No	Yes	No
A. Branco	X			X		X			X
D. Adams	X			X			X		X
M. Flattley			X	X		X			X
B. Holt			X	X		X			X
R. Taylor			X		X		X		X
L. Altschule		X			X		X		X
L. Robello	X				X		X		X
J. Shewey	X			X		X		X	
V. Krumdick			X		X	X			X
B. Montgomery	X			X		X			X
T. Gilcrest	X			X			X	X	
B. Strong			X	X			X		X
TOTAL	6 50%	1 8%	5 42%	8 67%	4 33%	6 50%	6 50%	2 17%	10 83%

RESPONSE RATE

12/18 67%

SOCIAL SCIENCE

INSTRUCTOR	WILL PARTICIPATE Yes	No	Other/ Blank	MADE VISITS Yes	No	HAD VISITORS Yes	No	BUSINESSES CONTACTED Yes	No
C. Fischer	X				X		X		X
W. Peterson	X			X		X			X
N. B. Martin	X				X		X		X
J. Cole	X				X		X		X
M. Bivona	X				X		X		X
K. Anderson		X			X		X		X
N. Bringhurst	X				X		X		X
TOTAL	6 86%	1 14%		1 14%	6 86%	1 14%	6 86%		7 100%

RESPONSE RATE

7/13 54%

STUDENT SERVICES PERSONNEL AND ADMINISTRATION

INSTRUCTOR	WILL PARTICIPATE			MADE VISITS		HAD VISITORS		BUSINESSES CONTACTED	
	Yes	No	Other/ Blank	Yes	No	Yes	No	Yes	No
B. Bettencourt			X	X		X			X
R. Heath	X			X		X			X
K. Duncan	X				X		X	X	
D. Hamilton	X				X		X		X
H. Grumbling			X		X		X		X
J. Otto	X			X		X			X
T. Essex			X		X		X		X
L. Hopkins	X			X		X			X
A. Heater	X			X			X		X
R. Hays	X			X		X			X
J. Mancini	X				X		X		X
N. Finney	X			X			X		X
V. Parker	X				X		X		X
L. Walker	X				X		X		X
D. Jacobsen		X			X		X		X
M. Flaherty	X			X		X		X	
TOTAL	12 75%	1 6%	3 19%	8 50%	8 50%	6 38%	10 62%	2 13%	14 87%

December 15, 1981

TO: All Instructors

FROM: Teddie Lopez

SUBJECT: Survey of Feeder High School Articulation

We are attempting to develop a greater continuity between the expectations of our feeder high school instructors and our own expectations of incoming freshmen. One area that we would like to continue to utilize is our practice of inviting feeder high school instructors to our campus to further familiarize them with our curriculum and various program prerequisites. It is felt that if ongoing communication and articulation with the high schools could be accomplished, improved advisement and preparation of high school students will reult, thus enhancing students' ability to compete successfully in college classes as a freshman.

A survey administered last Spring to approximately 3,000 juniors and seniors in our feeder high schools indicated that seniors were well informed about COS and its programs; in comparison, juniors were much less informed, not only about our programs, but also in regard to expectations of the entering college freshmen. Acquainting the high school juniors, and possibly the sophomores with COS and its programs and services will assist students in choosing a high school curriculum that would better prepare them for course work at the college level.

I feel the involvement of COS instructors is essential to accomplishing our goal of enhancing COS' image in the feeder high schools and in educating high school students and faculty about our programs and curriculum. Using the attached questionnaire, we can determine where we stand with respect to communication and the exchange of ideas between high school instructors and our faculty; also, we can determine the interest in developing an outreach program involving faculty members.

Your cooperation in completing the attached short questionnaire will be appreciated. Please return to the Institutional Research Office or to Don Goodyear's mailbox by January 22.

Attachment

SPRING 1982 FACULTY INPUT FORM

FEEDER HIGH SCHOOL ARTICULATION

1. Have you visited any of the COS feeder high schools within the past year? _____yes _____no

2. If yes, Who _____

   Title _____

   School _____

   When _____

   Number of visits _____

   Purpose of visit(s) _____

   _____

3. Have any teachers from feeder high school visited your classroom, or have high school faculty or administrators communicated with you concerning curriculum over the past year? _____yes _____no

4. If yes, Who _____

   Title _____

   School _____

   When _____

   Number of visits _____

   Purpose of visit(s) _____

   _____

5. Have you been in contact with local businesses or industries (initiated by you or them) during the past year for the purpose of discussing your curriculum or the preparedness of COS students for employment? _____yes _____no

6. Would you like to take part in an organized departmental effort of increased articulation and communication with our feeder high schools? _____yes _____no

ERIC CLEARINGHOUSE
FOR JUNIOR COLLEGES
JUN 6 1986